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Our Monthly.

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OUR MONTHLY.

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SPECIAL EDITORS

CENTRAL BUILDING.

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WILLIE MCLANDRESS.
AGNES THOMPSON.
HATTIE WOOD.

SECOND WARD.

ALLIE MCLEOD,
HAROLD PENDLETON,
MAY GUNSOLUS.

THIRD WARD.

WILLIE GROSSMAN,
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FOURTH WARD.

JIMMIE WELLINGTON, AGGIE CONWAY,
ELLEN WRIGHT, LAURA DITTMAR,
EFFIE CAVANAUGH, WALTER VIVIAN,
HARRY POTTER.

FIFTH WARD.

JIMMIE WESTON, DOLLIE JOPHET.

SIXTH WARD.

BESSIE THOMPSON, EDDIE GONUA,
FELIX EBEARE, WILLIE ARNDT.

A WORD TO PARENTS.

Many elements must combine to make a good school. For the best degree of success all favorable influences should be active and all should work in harmony. Of these elements, these sources of influence, the teacher is without doubt the most potent, and should be held most directly accountable; but others should not be forgotten. The school room and its furniture, the text-books and apparatus used, the scholarly *tone* of the community, and the direct influence of parents upon their children —all these are important factors in the general product—*a good school.*

Thoughtful teachers accept without hesitation their measure of responsibility, but they appreciate most highly the helpful support that should come from the other sources above named. Especially do they value the effective aid of thoughtful parents. And this leads naturally to the question, In what ways can parents contribute to the efficiency of the school and to the progress of their children in study and mental growth?

1. Parents can visit the school as often as once a month; not only on show days, and when special programs have been prepared, but on work days when the regular lessons are in progress.

2. They can inspect the work of the children at home. Let them read aloud to the family; let them spell orally, or write a few lines for inspection by father and mother. Parents can renew their own school life by some companionship with their children in the work of school.

3. They can make the teacher, when occasion offers, a friend in the home, respected and honored there. Children should never hear from parents doubts of the teachers' abilities and qualifications, nor accusations of their good sense and judgment.

4. Parents can give careful attention to reports sent home from time to time showing the progress and standing of each pupil. If the report show poor work, talk with the child, see the teacher, and, having found out the difficulty, help the teacher to remedy it.

5. Each parent can be a silent partner with the teacher in all school work, aiding in all ways. The net profit of the business will be greatly increased by such an alliance.

NICKNAMES OF THE STATES.

In a former issue of "Our Monthly" we invited the scholars studying geography to give us the nicknames applied to the states. Several lists have been handed in, all good, perhaps none absolutely complete. The following is given and is made up from answers sent in by Vernon Law, Mary Tinklepaugh, Abby Heather, Emma Fieger, Lillie Storch, Aggie Conway, of the sixth grade; Ida Greenfield and Willie Kimball of the seventh, and Fred Potter of the eighth. Willie Kimball's answer showed much care in stating the reason for applying the nicknames:

Alabama, the name in Indian tongue, means "Here we rest."

Arkansas, the Bear State, infested with bears.

California, the Golden State, from its rich mines.

Colorado, has no nickname.

Connecticut, the Nutmeg State, because of the sale of wooden nutmegs.

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Delaware, the Blue Hen State, or the Diamond state, for its small size.

Florida, the Flowery State; the Spanish discoverers found it bright with flowers.

Georgia, the Empire State of the South.

Illinois, the Prairie State; its people are sometimes called "Suckers," so the Sucker State.

Indiana, the Hoosier State. Who will give us the true origin of this name?

Iowa, the Hawkeye State.

Kansas, the Garden of the West.

Kentucky, the Corncracker State; so much corn is crushed to make whisky.

Louisiana, the Creole State; the early French settlers intermarried with Spaniards and negroes, and their descendants were called Creoles.

Maine, the Pine-tree State, for her pine forests and lumber.

Michigan, the Lake State, also the Wolverine state, because wolverines were once known here.

Massachusetts, the Bay State, from Boston Bay, prominent in our early history.

Minnesota, the Gopher State, because gophers were very abundant in the state.

Maryland has no nickname; it is sometimes called the peach state, because of her great peach crop.

Mississippi, the Bayou State, from the stagnant pools and lakes along her rivers.

Missouri, the Pukes' State; her people are often nicknamed "Pukes."

Nebraska, the name means "Shallow river."

Nevada, the Sage Hen State, from a bird found among the sage brush.

New Hampshire, the Granite State, from a kind of rock found in her mountains.

New York, the Empire State; the richest and most populous state in the Union.

New Jersey, without a nickname.

North Carolina, the Tar-heel State; her people are called tar heels, because tar is a product of her pine forests; also, the Old North State, from its position north of South Carolina.

Ohio, the Buckeye State, because the horse chestnut (buckeye) tree is common there.

Oregon, the Salmon State, because these fish abound in her rivers.

Pennsylvania, the Keystone State; it was near the center of the line of states along the Atlantic, during the revolution and the war of 1812.

Rhode Island, Little Rhody, from its size.

South Carolina, the Palmetto State.

Tennessee, the Big Bend, from the course of its rivers.

Texas, the Lone-star State; its flag, before union with the United States, was ornamented with a single star.

Vermont, the Green Mountain State; from a range of mountains in it.

Virginia, the Old Dominion, for her influence in our early history; also, the mother of presidents, because so many of her citizens were elected to the presidency.

West Virginia, the Pan Handle State, from her peculiar shape.

Wisconsin, the Badger State; badgers were once abundant there.

OUR DAILY WORK.

NOTE—[Under this head we propose to give original essays and orations prepared for our rhetorical exercises, and also reproductions and dictation exercises, such as are prepared in connection with our reading. What we call reproductions are prepared as follows:

The scholars have read a story or selection in the reader. They then close the book and write out the substance of the story in their own language, generally greatly condensed. These are examined by the teacher and errors are simply marked, but not corrected. The pupils then rewrite and make corrections, and the work is done.

Those published in this paper go to press in the handwriting of pupils, and such errors as the scholars leave uncorrected will appear in print.]

THE BATTLE OF NEW ORLEANS.

The defence of the city of New Orleans by the American forces under Gen. Jackson, in the war of 1812, has always been regarded a great American victory. The decisive engagement was fought on the 8th day of January, 1815, but the operations leading to it began in the fall of 1814. In September the British commander at Pensacola offered to receive Lafitte, the commander of a band of pirates, into his country's service, and unfolded to him the details of a designed attack on New Orleans. Though a pirate Lafitte was no traitor and he declined the offer. He layed the information he had received before the proper authorities and told them if they would pardon past offences he would lead his men to the defence of the city. They accepted his offer and the Baratarians, as Lafitte's men were called, did good service in the battle. Within a short time after Gen. Jackson received this intelligence he had 2,000 men under him. The British, consisting of fifty vessels, carrying 1,000 guns and 12,000 men were commanded by Sir Edward Packenham, a brother-in-law of the Duke of Wellington. Boldly entering Lake Borgne they captured a flotilla, which had been placed there for the defence of the city, and on the 22nd day of December their advanced guard reached the Mississippi, nine miles from New Orleans. In the evening of the 23d the Carolina opened fire on the British encampment, and Jackson and Coffee followed up the attack. At length Jackson, seeing that he could not drive the British from their position, withdrew his men. He fell back to a canal where he determined to make a stand. Extending his line from the river to a swamp, he threw up intrenchments and sent for the rest of his men from New Orleans. On the 28th Packenham made an attack, but was repulsed with the loss of 200 men. Packenham sent to the fleet for some heavy cannons, and on the night of the 31st of December they planted batteries within 400 yards of the American works. A thick fog concealed their movements and the Americans knew nothing of them until the next morning when a terrific crash of balls from 30 guns of heavy calibre told that a struggle was at hand. Both sides had made a mistake in the way which they built their breastworks.

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The British had used hogheads of sugar but the Americans shattered them to fragments. The Americans had used cotton bales, until a red hot shot set one afire and scattered the blazing fragments among the barrels of powder. The British lost 70 men to 34 on the American side and then retreated. Preparations were now made for the final conflict. General Lambert brought up a fresh division of British, which increased their number to 10,000. Jackson found himself in command of 6,000 men, 3,200 of whom defended the breastworks. Before daylight on the 8th of January the British, led by Packenham in person, advanced on Jackson's position. As soon as they came within reach of the American cannon a terrible fire thinned their ranks, but they moved steadily forward. At length they began to waver and a fresh regiment came to their aid, but before that fire no man could stand and the broken ranks retired in confusion. A fresh division advanced and again the terrible fire made sad havoc in the ranks. Packenham was struck by a grapeshot and fell into the arms of the same officer who received Gen. Ross under the same circumstances at Baltimore. Gen. Lambert, who took command, ordered a retreat. They went to their shipping by a road which they cut to Lake Borgne. The British loss was 2,000 men, while the American loss was only seven killed and six wounded. It is a curious fact that this important battle was fought after the treaty of peace was signed.

FRED H. POTTER, JR.,
Eighth Grade.

ST. VALENTINE'S DAY.

Before we get our papers again "St. Valentine's day" will have come and gone.

It will be a day of great pleasure among the children, especially if they receive many valentines.

But Valentine's day is not all joy; there are ugly valentines as well as pretty ones, and naughty girls and boys that like to send them.

No person likes to receive coarse,comic valentines, and no one but rude boys and girls like to send them. They often do it for fun, but I think it is a low kind of amusement. In olden times St. Valentine's day was generally observed; and more than fifteen hundred years ago it was an occasion of wild festivities. It was originally a heathen observance, which the early Christian leaders tried to turn to a religious use, and in the third century there was a priest (by the name of Valentine) who was beheaded at Rome on the 14th of February. "St. Valentine's day" quickly became a popular festival. But as many discreditable things were done then, and are still carried on, using the day as a sort of a shield to write anonymous letters, and to attack people on their weak and sensitive points, the more refined people do not generally approve of it, and it is gradually going into disfavor and disuse.

If any of our boys or girls should feel inclined to send valentines, let them be sure that they send nothing they would be unwilling their parents should see.

The principle is true in valentines as in all other things—never to do that which if known, would bring a blush of shame to our cheeks.

MAMIE PULLAR.
Seventh Grade.

How Dogs Feel and Think.

A spitz dog is white and shaggy, his coat is very warm, for he came from a land of snow. He can only speak in one way, and that is to bark, and I think he has just as much right to speak in his language as we do in ours. A water dog is a fine swimmer, you know. It is great fun for him to swim far out and fetch your sticks in deep water, but he likes even better to jump in when he can bring a drowning man safe to shore. I know I am rough playing, but I have saved many lives. I am a little black-and-tan; of course, you knew me by my sleek coat. I love to play with a ball. You cannot throw the ball so far that I cannot bring it back to you; I will not tire of playing if you do not. I wish I could laugh, but I can only bark like other dogs. I am a little poodle, my name is Rags, but I don't like my name one bit. Mastiff sounds a great deal finer, but I know more than all the big Mastiffs in the world. I can stand up with a basket on my arm as well as anyone can. I can walk on my hind legs, I can walk on my fore legs. I can walk on one hind leg and one fore leg; I can even dance. I am a spaniel and I know more tricks than the best poodle that ever lived. I can play I'm dead. I play ball with the boys too. Every morning I fetch a towel and a comb to my master.

Reproduction,
CLARENCE H. BRAND,
Third Grade.

The Naughty Chickens.

Stuffy and Spitfire were very naughty chickens to one another. They would quarrel over their meals almost every day. The oldest one was the naughty one. The old hen was quite ashamed of them. Daisy thought it was as naughty for chickens to quarrel with one another as it was for little boys and girls. Don't you?

Reproduction,
FANNIE HUDSON.

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THE SCHOOL ROOM.

NOTE—[Under this head it is proposed to present such items from the different school rooms as our editors shall be able to gather. That they may occupy as little space as possible some of them are closely condensed.

A figure followed by the letter g. denotes the grade of the pupils in the room. Thus, "8 g." means the eighth grade.

A line made of three numbers, as

56 49 7

means that the total enrollment of the room is 56; the average attendance, 49, and the cases of tardiness for the month, 7

CENTRAL BUILDING.

High School, Emma Purchase, Editor.

123 101 28

Emma Cedilott, Eugene Johnson and Carl Stroebel entered the high school this term.

A mistake occurred in the last number of "Our Monthly," concerning the rank of the eleventh grade. Jennie Scott, instead of Julia Plessner, stood at the head of the grade.

The rhetorical exercises this month were good. Among the best essays were "Women's Rights," by Nellie Purcell, and "Roller Skating Rinks," by Maud Goldsmith.

Room M, 8 g. Kittie Kendall, Editor.

54 48 5

At our last rhetoricals we noticed considerable improvement on previous exercises of the same kind. Under this head we would mention the names of Ralph Newton, Willie Brater, Charlie Munson, Hattie Venning, Mildred Hitchings and Clara Zeigin. One of our members, Freddie Ketcham, is not in school this term. He is at work in a store, but is studying during odd moments, and reciting his lessons evenings and so keeping up with his class. If he wins his diploma for high school next June under such circumstances, we shall be very proud that he is a member of our class.

Room U, (ungraded) Hattie Oliver, Ed.

48 46 9

Our school was one of the schools removed from the third to the second floor. The room is smaller but more pleasant than the other. There are at present ten girls and thirty-eight boys belonging, and the grades range from the fourth to the ninth. Each grade recites separately; Miss Durand hearing them all. Charlie Lefebvre, Frank Cameron and David O'Donnel stand highest in geography in the sixth grade. Minnie Walker ranks first in deportment. In the eighth grade Richard Bray stands at the head of his class in arithmetic.

Room L, 7 g. Lutie Wellington, Ed.

56 46 11

We had rhetoricals last Friday, and among the best delivered were those of Jennie Hay, Cora Greenfield and Herman Krogman. The following were the highest for the last quarter in the studies named:

Reading—Lutie Wellington, 92.
Spelling—Eddie Ballard, 98.
Arithmetic—Fred Scheurmann, 94.
Grammar—Willie Jasperson, 96.
Geography—Mae Purmort, 93.

Room P, 7 g. Friedrich Rettmann, Ed.

29 25 10

There are twelve pupils who did not miss in the review spelling. Walter Bartlett, Carrie Hawes, Lottie Hudson, Tommie Nontell, Charles Perrin, Friedrich Rettmann and Ernest Zagelmeyer have neither been absent nor tardy since the first of September.

Room O, 6 g. Flora Penoyer, Ed.

56 48 6

We have had quite a good many absences this month caused by an unusual amount of sickness. The scholars that have done the best in their lessons this month are Claude Gilmore, Willie Witt, Ida Gillett, Charles Smith, Lucy Burrows, Nettie Brand, Willard McCarthy and Jimmie Montross. Edith Barnard, Hattie Paine and Willie Tillottson have made the most improvement in writing. We had a spelling match the other day and four scholars spelled the whole school down. Claude Gilmore, Ida Gillet, Eddie Short and Nettie Brand found all but one of the questions in our last Monthly.

Room F, 2, 1 g. Julia Morgan, Ed.

75 50 11

Carrie Munson, Eddie Champlin, Fannie Hudson, Adelbert Goff, Clarence Brand, John Miller, Esther Brailey and Julia Morgan rank highest in deportment in the "A" class. Our tardiness this month is the largest number we have had this year. We hope next month to have only one (1) instead of two ones (11).

German and English Department.

Zimmer Q, 6, 5 g., Lizzie Roethke, Ed.

54 48 2

Im Verlaufe dieses Monats waren 30 Schueler weder abwesend noch zu spaet. Nachverzeichnete Schueler waren in diesem Schuljahre nicht abwesend und auch nicht zu spaet: Eva Emendorfer, Susie Christ, Emma Messmer, H. Meyer, Otto Poetter, L. Roethke, Mamie Tiedke, Clara Ziegler and Anna Khuen. Louisa Weedfald, Minnie Jordan, Rosa Luesche, Anna Khuen und Lizzie Roethke zeichneten recht gute Landkarten an die Wandtafel, Im Ornamenten zeichnen lieferten Emma Schroeder, Lizzie Roethke, Louisa Weedfald, Eddie Roeser, Frieda Roeser und Hedwig Moye recht gute Arbeiten. Im Examen in der Naturgeschichte erhielten 18 von 50 Schuelern die Note 100. Im 6 Grad erhielten in der Englishen Sprache Julia Griese den ersten und Rosa Luesche den zweiten Platz. Im 5 Grad errang Henry Meyer den ersten und Eva Emendorfer den zweiten Platz.

Zimmer R, 4 g. Augusta Shaper, Ed.

64 59 9

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Die folgenden Schueler waren waehrend des Jahres weder abwesend noch zu spaet: Augusta Ganschow, Anna Hessler, George Herrig, Bertha Haidman, Emma Meyer, Carl Moye, John Neuendorf und Charles Roethke.

Im Verlaufe des letzten Monats waren 27 Schueler weder abwesend noch zu spaet. Unsere Klasse befleissigt sich alles Ernstes eines guten Betragens. Unsere Lehrer sprachen sich sehr lobend in dieser Hinsicht ueber uns aus. Ich hoffe dass ich im naechsten Monat einen recht guten Bericht ueber unseren Fleiss und Betragen bringen kann.

Zimmer E, 1 g. Harry Smith, Editor.

79	54	17

Der Editor dieser Klasse wurde gewaehlt wegen seiner guten und sauberen schriftlichen Arbeiten. Die nachbenannten Schueler erhielten die erste Note im Betragen: Frankie Hood, Louis Scheurmann, Emil Krogmann, Artie Ganschow, Lynn Briggs, Charles Koepke, Fred Greene, John Wirth, Bessie Wylie, Tonie Wegert, Minnie Bell, Alma Dittmar, Poppy Friedmann, Lina Romeike, Hattie Walher, Alma Kohn, Clara Bottke, Julia Bauer und Harry Smith.

First Ward School.

Room A, 7, 6 g. Lottie Williams, Ed.

38	36.675	0

We have had no tardy scholars for two months. We are all anxious to know who will be No. 1 in rank. Clara Harvey spelled the seventh grade down last Friday.

Room B, 5 g. Nellie Pullar, Editor.

57	44	6

George Sexlinger, Bennie Durkee and Nellie Pullar have been perfect in deportment. Matilda Bonnallie stands highest in school. Only two pupils had to have written examinations and those on account of absences.

Room C, 3 g. Willie McLandress, Ed.

48	35	5

A great many scholars in our room have been out this week on account of sickness. Maud Grant stands at the head of her class in scholarship. Agnes Bell spelled down the "A" class. Cynthia Aldrich, Roy Buck, Louis Hadrich, May Quinby, Marcia Owen and Linna Thompson stand highest in deportment. Alice Jones has the most perfect marks for this year.

Room D, 2 and 3 g., Agnes Thompson, Ed.

63	48	7

Maggie Pullar is one of the best readers in the "A" class. Eleven scholars have not missed in spelling and some in the room have very good language exercises.

Room E, 1 and 2 g, Hattie Wood, Ed.

100	74	6

Our dog Priny that had such a good record in the December paper, has found out how to be absent. He has been absent two days. I suppose his excuse will be that his little master, Walter Bell, has been sick, and he did not know the way alone.

Second Ward School.

Room A, 5, 4 g. Allie McLeod, Ed.

48	41	10

Sixteen of our scholars were neither absent nor tardy during the month of January. We have had more tardiness the past month than in the whole year. Perhaps the extreme cold weather has had something to do with it. We are delighted with our music teacher and all seem to be interested and trying to learn. Ida George ranks first in the fifth grade.

Room B, 2 and 3 g., Harold Pendleton, Ed.

65	47	12

Mary Greenway, one of our school mates, died last week.

Room C, 1 and 2 g., May Gunsolus, Ed.

87	49	5

Lillie Crownover and Fred Fisher have the best lessons in the "A" class, and little Addie Madill and Blanche Allen have the best in the "C" class.

Third Ward School.

Room A, 2 and 3 g. Willie Grossman, Ed.

56	49	1

Our editor was chosen this month by ballot. Minnie Plettenberg is our best writer and has the most correct dictation.

Room B, 2 g., Karl Schmidt, Ed.

53	43.35	9

We are all trying to improve.

Room C. 1 g., George Fischer, Editor.

71.	62.	15.

Our numbers will be reduced by the opening of the new room in the fourth ward school. There will then be seats enough for us all.

Room D, 2, 1 g., Claude Chaffee, Ed.

78	40.805	17

The pupils who have behaved the best this term are Mertie Brush, Lillie Daymouth, Emma Monday, Augusta Howith, Don Chaffee, Elon Fellows, Bennie Morley, Willie Shaddeau, Fred Hardie, John Neehleder, Archie Rappleya, Kleiney Turner, Charlie Miller, Henry Walters and John Walters.

Fourth Ward School.

Room A, 3 g., Jimmie Wellington, Ed.

59	42	10

The best reader in our room is Albert Libby. The names on the roll of honor are Ida Cook, Charlotte Marchell, Freddie Washington, Charlie Harris, Bertie Fellows, Amie Moore, Albert Marchell,

BARGAINS! BARGAINS!

—AT—

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Emma Harris, Jimmie Stickney, Tommie Jewett and Jimmie Wellington. On account of so much sickness our attendance is not as high as we would like to have it, but we are trying to make it higher for next month.

Room B, 6 g., Aggie Conway, Editor.
54 41 16

Mary Wilson, Sarah Malcomb, Susie Johnson, Carrie Durand, Mary Tinklepaugh, Cora Fellows and Henry Malone had the best spelling blanks this month. Allen Waldbauer had the best composition. Mary Wilson, Cora Fellows and Herb Brigdes sound the consonants well in reading. Johnnie Babcook is making a pretty design. We are all pleased with the new room, and are trying to keep the new desks looking as well as they did the first day of school.

Room C, 5 g., Ellen Wright, Editor.
68 56 30

There were fifteen scholars that were exempt from examination this quarter, and ten that averaged over 95 in spelling. Louisa Peck, the highest, was 100. There were twenty-five scholars who were neither absent nor tardy this month.

Room D, 4 g., Laura Dittmar, Ed.
64 45 19

Willie Storch, Frank Barber George Potter, Willie Bodette, Rudolph Lange, Arthur Turner and John Doherty are good in mental arithmetic. Emma Priem, Lutheria Dorwin, Iola Burdick, Maud Brown, Maggie Pearson and Maud Slawson do neat work.

Room G, 1, 2 and 3 g., Effie Cavanaugh, Ed.
47 42 8

Our room is the only new one that was opened in the new building. We are all very much pleased with the building, and think it the pleasantest one in the city.

Zimmer F, 2 g., Harry Potter, Editor.
64 50 11

Unser Editor wurde von der ganzen Klasse gewaehlt. Unsere neue Schule gefaellt uns sehr gut. Wir bestreben uns sehr recht gute Schueler zu werden. Will McLean, Charles Kuhlmann, Will Voelker und Charles Voelker fertigten recht huebsche Zeichnungen an die Wandtafel. Louise Moye, Anna Bottke, Lizzie Neundorf, Bennie Koepke und Harry Potter erhielten die beste Note in Fleiss und Betragen.

Zimmer E, 3 g., Walter Vivian, Ed.
59 51 8

Zwanzig Schueler unserer Klasse waren waehrend dieses Monats weder abwesend noch zu spaet.

Fifth Ward School.

Room A, 4 and 3 g., Jimmie Weston, Ed.
63 57 1

Isaac Ostrander, Jessie Cavanaugh and Jimmie Weston stand highest in numbers. May Short had the best composition this week.

Room B, 2 and 1 g., Dollie Jophet, Ed.
54 48 12

Minnie Dorway and Gertie Williams are the best in numbers in the "C" class. Tillie Short is the best reader in the "B" class, and Dollie Jophet the best student.

Sixth Ward School.

Room A, 5, 4 and 3 g., Bessie Thompson, Ed.
52 37 18

We are ashamed of the tardiness last month, and are going to try and not have as much hereafter. Our teacher has not yet ranked the fifth grade, so we cannot tell you who stands first. But in the fourth grade Clara Snyder still ranks one, and in the third grade Lizzie Wilson. In our room the third grade do the best drawing.

Room C, 1 and 2 g., Eddie Gonua, Ed.
113 55 17

Seven scholars have been neither absent nor tardy. Victoria St. Charles is at the head of the "A" class, and Bertie Laue is best in the "B" class.

Room B, 2 and 3 g., Felix Ebeare, Ed.
40 32.45 41

This month we have 41 tardy scholars, but next month we are going to do better. John Johnson, Tillie Barker, Ernest Finch and Felix Ebeare have been neither absent nor tardy. There are two names on the roll of honor this month, John Johnson and Chris. Nielson.

Room D, 1 and 2 g., Willie Arndt, Ed.
68 54.45 18

FOR TEACHER AND SCHOLAR.

PRIMARY GEOGRAPHY. LESSON VII.

SUBJECT.—WARDS OF THE CITY.

1. How many wards are there in Saginaw? What is a ward? What are the names of the wards? In which ward is our school? In which do you live?

2. Which ward is farthest north? Which is next to it? Which is next, &c.? Which is farthest south? Give the wards in order, beginning with the one farthest north.

3. What bounds our ward on the north? on the east? on the south? on the west? [Make a rough sketch, showing position of all the wards, and let children bound each, beginning with the one in which the school is located.]

LESSON VIII.—THE WARDS CONTINUED.

1. How many streets in our ward lead to the river? What street separates our ward from the ward on the north? What street, in our ward, is next to that? What one is next? &c., &c., across the ward.

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SATURDAY, FEB. 21,

Continuing until further notice.

What street separates our ward from the ward on the south? What street, in our ward, is nearest to the river? What is the name of the next street back from the river? of the next? the next? &c.

[Drawing our Ward.]

2. [Teacher at the board, to draw as methods are suggested by scholars in answer to questions.]

Where shall we begin to draw our ward? What shall we draw first? what next? &c.

NOTE.—[These questions can be continued till all the streets running to the river are shown, and as many of those running parallel to the river as the children have knowledge of. In drawing the ward, the river should be drawn first, then the street leading back from the river lying farthest north. In drawing, always make the top of the map north, and have this arrangement understood by the pupils. When drawn, the class should bound it.

(The City.)

3. Having studied one ward thoroughly sketch (as the ward) the city; first, the river, then the city hastily, and make East Saginaw opposite.

What river is this? Which way does it flow? Into what bay does it flow? Which way is the bay from here?

What city is this? on which side of the river is it? What city is that? on which side of the river is it? What direction is East Saginaw from here? Saginaw from East Saginaw?

The following list of historical questions was given in the December Monthly. Answers have been furnished by Jessie Stuart, Nettie Brand and Maude Parsons. The latter's answer is used because of completeness:

What woman was prime-mover in the massacre of St. Bartholomew? Catharine de' Medici.

What German king kept an English king in prison until ransomed? Henry VI.

What Stuart sovereign did not meet a tragical end? James II of England.

Who was "King Hal?" Henry V of England.

Who was "Queen Bess?" Queen Elizabeth of England.

Who was the first Prince of Wales? Edward II.

Who were the Ironsides? Cromwell's soldiers.

What English king assumed the title of king of France? Edward III of England assumed the title of Henry V of France.

Who prepared the Book of Common Prayer? Bishop Cranmer.

AFTER FOUR O'CLOCK.

The Fifth Ward school still carries the banner for attendance and punctuality.

Attendance, 98.376 per cent.

Tardiness, three cases in a thousand.

Next in rank comes the Central school, but some distance behind:

Attendance, 96.122 per cent.

Tardiness, five cases in a thousand.

The absence of tardiness in some of our rooms is quite remarkable. For five months the cases, in rooms taught by the teachers named below, have only reached the figures given:

Miss C. L. Dow, 7.
Mr. Constantin Watz, 9.
Mr. L. M. Fetzer, 19.
Miss A. E. Burrows, 22.
Miss S. C. Palmer, 25.
Mrs. Juliette Fonda, 26.
Miss Emily Case, 27.
Miss L. L. Townsend, 31.
Miss M. J. Alexander, 32.

Next Friday, February 27, the Board of County Examiners will hold in our high school room a public examination of applicants for teachers' certificates in this county.

The high school will not, however, be dismissed on that day. Recitations will be conducted as usual in the recitation rooms and laboratory.

We hold in reserve a good essay by Lottie Williams on "Cork," a fine reproduction of an article on Oliver Cromwell by Winnie Greer, and several other shorter articles for which we have not space this month.

SUPERINTENDENT'S REPORT.

REPORT OF SAGINAW PUBLIC SCHOOLS FOR JANUARY.

SCHOOLS.	Total Enrollment	Average No Belonging	Present each half day	Belonging Jan. 30	Tardy	Per Cent. of Attendance	Per Cent of Tardiness.	Visitors.	No. of Sittings.
Central School	672	554	532	542	109	96.122	.005	25	608
First Ward	298	249	237	247	24	94.055	.003	11	268
Second Ward	196	141	133	140	27	94.065	.005	60	174
Third Ward	224	211	196	204	42	92.670	.005	4	212
Fourth ward	343	352	327	345	102	92.700	.008	18	393
Fifth Ward	158	108	106	107	13	98.376	.003	11	125
Sixth Ward	282	196	176	191	94	89.953	.013	3	226
Totals	2,173	1,811	1,707	1,776	411	94.257	.601	72	2,006

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SAGINAW - SCHOOLS - HISTORY

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